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Study of the Cloze readability procedure through the analysis of an American history text

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A STUDY OF THE CLOZE READABILITY PROCEDURE
THROUGH THE ANALYSIS OF AN
AMERICAN HISTORY TEXT

by

Brother John Asbury, S.M.

A RESEARCH PAPER
SUBMITTED IN PARTIAL FULFILLMENT OF THE
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This research paper has been
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(Adviser)

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CHAPTER I

INTRODUCTION

Teachers of reading have long been interested in finding an objective and quick way to identify the reading levels, or readability, of textbooks, of library books, and of other reading materials.¹

The readability formulas of the past have taken into account several factors affecting the difficulty of the printed passages: such as sentence length, vocabulary load, and prepositions.² Even after measuring the different factors, the inquirer is not sure which students can use a particular book with the maximum amount of profit.

Strang lists some suggestions which researchers have made to the writers of textbooks:

Use logical sequence of ideas and coherent organization.
Use familiar or dramatic experiences as introductory material.
Be consistent in a point of view or frame of reference.
Utilize experiences common to young people.
Introduce a minimum of essential words. Use familiar words in explaining unfamiliar concepts.
Whenever appropriate, use words that are specific, active, or both.
Use words with multiple sensory appeal.
Present clues to enable the reader to make his own correct

¹Edward Fry, "A Readability Formula That Saves Time," Journal of Reading, XI, (April, 1968), p. 515.

²Albert Harris, How to Increase Reading Ability, (4th ed. rev.; New York: David McKay Co., 1961), p. 476.

Statement of the Problem

The reading teacher will often use an informal reading test to match the book with the student, but the teacher in the content areas would seldom, if ever, make use of such a tool. Even if the teacher in the content areas knew how to give an informal reading test, he probably would not administer it to a whole class because it is too time-consuming.

Will the cloze procedure indicate reasonably well the readability of the material in a text book? Could it be used to evaluate the suitability of a text for a particular class or grade level by a teacher or a department? The problem was to determine whether the cloze readability test is economical of time and money, and accurate enough to be used by teachers of content areas.

Objectives

Some of the immediate objectives of this paper were:

a) to ascertain the difficulty of various readings in Discovering American History¹, because it was the writer's opinion that certain primary source materials included in this textbook were far too difficult for the eighth grade students to understand and to appreciate, b) to help the writer become acquainted with the cloze procedure as a useful testing device, c) to determine if the writer, a classroom teacher, would arrive at approximately the same results as do the advocates of the cloze procedure.

¹Allan O. Kownslar and Donald B. Frizzle, Discovering American History, (New York: Holt, Rinehart and Winston, Inc., 1967).

Limitations

The scores on these cloze tests are applicable only to this study. The author did not randomly select the passages, but selected passages which he considered to be at the extremes of readability, that is, the easiest and the most difficult.

CHAPTER II

REVIEW OF THE LITERATURE ON THE CLOZE READABILITY PROCEDURE

Readability Formulas in General

Readability formulas appeared in the early 1920's with Kitson, Lively and Pressey; even though the interest in readability goes back as far as 1840 with the McGuffey reader.¹ "Because psychological and linguistic theories were as yet poorly developed, the objectives of the early researchers were necessarily limited and pragmatic. . . . They could make little headway in attempting to find the sources that caused the difficulty."²

Some of the factors of readability as seen by researchers are vocabulary, style, topic, sentence length, pictorial aids, organization of materials, and size of type.³ Researchers have found that by far the most important of these factors is vocabulary. This is why most of the formulas include vocabulary load as one of the factors of readability.

¹Henry P. Smith and Emerald V. Dechant, Psychology in Teaching Reading, (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1961), p. 248.

²John Bormuth, ed., Readability in 1968, (Champaign, Ill.: National Council of Teachers of English, 1968), p. v.

³Morton Botel, Botel Predicting Readability Levels, (Chicago: Follett Publishing Co., 1962), p. 6.

Readability formulas have worked well for estimating the difficulty of reading materials to be used in the lower grades, because at this level reading performance "represents more the sheer mechanics of the reading process."¹ At the high school level and above, however, Lorge notes difficulties for determining the readability of printed materials:

Grade placement should not neglect the maturity of the reader: his interests, his concept mastery, his drive, etc. Maturity of reading interest, moreover, cannot be considered the same as reading difficulty. The risk in the semantic confusing of "grade placement" with "reading difficulty" is always greater for books intended for adult levels than it is for books for children.²

One of the major factors of reading difficulty at the high school level and above is abstractness of the language used. Using the cloze procedure and other modern tools of psychologists and linguists, Coleman finds that abstractness is not always necessary.

When a passage contains a large number of abstract nouns nominalized from verbs (operation), the writer can easily transform them to active verbs (operate). For example, "The exclusion of that candidate is emphasis on the importance of our group" includes three abstract nouns. Let us transform it to a version that includes none: "When they excluded that candidate, it emphasized that our group was important." Clearly the abstractness of the first version was not due to inherent abstractness of the subject matter.³

"Probably the most commonly used formulas for determining readability at the high school, college and adult levels are

¹Irving Lorge, "Readability Formulae--An Evaluation," Readability, ed. by Edgar Dale (Chicago: National Conference on Research in English, Jan. to May, 1949), p. 12.

²Ibid., p. 10.

³E. B. Coleman, "Experimental Studies of Readability: Part I, Elementary English, XLV, (Feb., 1968), pp. 176-177.

those developed by Flesch, Dale and Chall, and Lorge."¹ But none of these, and the others, thus far developed, give adequate consideration to the concepts in the texts, nor to the organization within the passages.²

Even direct questioning of the subject on the material he just finished reading did not give reliable scores of comprehension because " . . . you can ask hard questions of easy materials, or easy questions about hard."³ Lorge states the same idea in his work on the evaluation of readability formulas.⁴

The cloze procedure can be used in many ways in the language arts as seen in the review of literature on the use of this psychological tool. Two such reviews were made by Rankin⁵ and Hafner⁶. They include such things as basic research in readability, teaching of grammar, and measuring listening skills.

¹Albert Kingston and Wendell Weaver, "Recent Developments in Readability Appraisal," Journal of Reading, XI, (Oct., 1967), p. 45.

²Lorge, "Readability Formulae--An Evaluation," p. 13.

³George R. Klare, "Comments on Bormuth's Readability: A New Approach," Reading Research Quarterly, I (Summer, 1966), p. 121.

⁴Lorge, "Readability Formulae--An Evaluation," pp. 11-12.

⁵Earl F. Rankin, "The Cloze Procedure--A Survey of Research," The Philosophical and Sociological Basis of Reading, ed. by Eric Thurston and Lawrence Hafner, Fourteenth Yearbook of the National Reading Conference (Milwaukee: Marquette University, 1965), pp. 133-150.

⁶Lawrence Hafner, "Cloze Procedure," Journal of Reading, IX, (May, 1966), pp. 415-421.

Cloze Procedure as a Readability Formula

The most complete guideline for applying cloze procedure was written by Bormuth in Elementary English.¹ Among the subtopics of this article are "analyzing the tests" and "assigning a grade placement to the text".

There are two ideas from the above article that the writer would cite at this point, and discuss more fully in Chapter IV: (1) which cloze test to use as giving the readability of a particular piece of literature, (2) cloze scores that represent instructional and independent levels of reading.

First, Bormuth suggests that from 6 to 12 cloze tests be given on the entire book, and the mean difficulty of these passages be computed. Once this is done, select the cloze passage whose mean score is closest to the mean score for all of the tests. This one test then would be given in the future to students to determine how well they could handle the text.

Secondly, students receiving cloze scores between 44% and 57% on a given text could use that material with the aid of the teacher. Those scores below and above would indicate the frustration and independent levels respectively.

As stated above, Bormuth found that 44% to 57% were the cloze scores necessary in order to ensure levels of comprehension that were between 75% and 90%². Rankin confirms Bormuth's

¹Bormuth, "The Cloze Readability Procedure," pp. 429-436.

²John Bormuth, "Comparable Cloze and Multiple-Choice Comprehension Test Scores," Journal of Reading, X, (Feb., 1967), p. 298.

1968 study as shown in Table 1¹.

TABLE 1
CLOZE TEST PERCENTAGE SCORES COMPARABLE TO 75% AND 90%
CRITERION MULTIPLE-CHOICE SCORES

Criteria	Comparable Cloze Percentages	
	Bormuth (1968)	Rankin & Culhane (1969)
75%	44	41
90%	57	61

There are others who disagree about the use of the cloze tests as comprehension measures. Klare cites MacGinitie as saying that missing words can frequently be replaced correctly without an "understanding" of the passages, and that " . . . cloze scores may well be measures of language redundancy as much as of comprehension."² And Coleman says that "The current readability scores especially the cloze scores, are very highly correlated with passage redundancy"³

Even though redundancy is not the same as comprehension, it surely helps the students of elementary and high school ages to read their textbooks. Redundancy is implied in several of

¹Earl R. Rankin and Joseph W. Culhane, "Comparable Cloze and Multiple-Choice Comprehension Test Scores," Journal of Reading, XIII, (Dec., 1969), p. 197.

²Klare, "Comments on Bormuth's Readability: A New Approach," p. 121.

³E. B. Coleman and G. R. Miller, "A Measure of Information Gained During Prose Learning," Reading Research Quarterly, III, (Spring, 1968), p. 371.

the recommendations listed by Strang¹ as important ways to increase readability of textbooks. Possibly this was one of the things that Kingston was thinking about when he stated: "According to the proponents of the method, the cloze procedure takes into account concepts and language structure not generally dealt with by other formulas."²

There is another problem with the use of the cloze readability procedure. It is a fact that almost all textbooks develop from the easy to the more difficult, or at least, there is some relationship between materials in one chapter with those in others, e.g. time, cause-effect, spatial, etc. Probably this is what Coleman meant when he wrote:

The disadvantage of cloze scores is that they do not appear to measure the long range associations in the passage. They are essentially measuring the short range constraints within phrases and clauses and not the more important ones between sentences and paragraphs.³

Along with Bormuth, several other researchers claim that the cloze procedure to be a valid and reliable measure of reading comprehension. This group includes such people as Taylor,⁵

¹Strang, McCullough, and Traxler, Problems in the Improvement of Reading, p. 193.

²Kingston and Weaver, "Recent Developments in Readability Appraisal," p. 45.

³Coleman, "Experimental Studies of Readability: Part II," p. 317.

⁴John Bormuth, "Cloze as a Measure of Readability," Reading as An Intellectual Activity, ed. J. A. Figurel, Proceedings of the Eighth Annual Convention, (Neward, Delaware: IRA, 1963), p. 134.

⁵W. L. Taylor, "Cloze Procedure: A New Tool of Readability," Journalism Quarterly, XXX, (Fall, 1953), p. 433.

Rankin and Culhane,¹ and Gallant.²

In 1966 Bormuth³ predicted that there would be a small team of highly skilled technicians, who with computers, would be able to analyze the readability of all the instructional materials published each year and report the results. This would be a tremendous saving of time and money for schools.

The reason for those who would be working on these readability formulas to be specialists is that the formulas that are being devised are extremely complicated and need to be used with computerized systems. Many new variables are being introduced and tested to make these readability formulas more reliable.

Readability research can again make rapid strides toward the achievement of its two main goals, readability predictions and readability control, . . . Without question the most important advances should come through the development of better linguistic variables developed through the study of psycholinguistics, linguistics, and literary style.⁴

What are some of these new linguistic variables? Some of these new variables that Bormuth has been working on are discussed by Klare:

Using the cloze criterion, Bormuth finds that such new variables as letter, syllables, or words with independent clause, or a pronoun/conjunction and verb/conjunction meas-

¹Rankin and Culhane, "Comparable Cloze and Multiple-Choice Comprehension Test Scores," p. 197.

²Ruth Gallant, "Use of Cloze Tests as a Measure of Readability in the Primary Grades," Reading and Inquiry, ed. by J. A. Figurel, Proceedings of the Tenth Annual Convention (Newark, Delaware: IRA, 1965), p. 286.

³John Bormuth, "Design of Readability Research," Vistas in Reading, ed. by J. A. Figurel, Proceedings of the Eleventh Annual Convention (Newark, Delaware: IRA, 1966), p. 488.

⁴John Bormuth, "Readability: A New Approach," Reading Research Quarterly, I, (Spring, 1966), p. 130.

ures, yield higher correlations than such traditional variables as syllables per sentence, words on the Dale 769 or 3000 word lists, or syllables per word. This would seem to suggest that using certain of the new variables would be called for. However, the work of E. B. Coleman (unpublished) casts some doubt on the general applicability of this procedure.¹

The important thing here is that the most valid and reliable readability formulas will be those that require specialists. But the computer is only working with the reading material, and does not concern itself with the reader. The writer is of the opinion that for the years to come teachers will be matching the book to the student without the use of computers. Therefore, it will be necessary to find a quick conventional way of doing this. That is why the present study explored the possibilities of cloze procedure as a readability index.

¹Klare, "Comments on Bormuth's Readability: A New Approach," p. 122.

CHAPTER III

PROCEDURE

All the students of the eighth grade at Chaminade College Preparatory School, 64 boys, were selected to take the cloze tests. The students came from upper-middle class Caucasian families.

The students ranges in intelligence between 98 and 141, with 120 being the mean. The Kuhlmann-Anderson Intelligence Test¹ had been given to them during their entrance examination.

During the last quarter of their seventh grade year, the Iowa Tests of Basic Skills were administered to them. In vocabulary they ranged from 6.5 to 11.3 with a mean of 9.2. The mean for their comprehension scores was 8.7 with the range being from 6.2 to 11.0.

There were five passages selected from the American history text³ used by the students. The writer chose two passages, the Mayflower Compact and a selection from the Constitution of the United States, that he thought were exceptionally difficult.

¹F. Kuhlmann and Rose Anderson, Kuhlmann-Anderson Intelligence Test, 7th ed., (Princeton: Personnel Press, Inc.), 1963.

²E. F. Lindquist, A. N. Hieronymus, and others, Iowa Tests of Basic Skills, (Boston: Houghton Mifflin Co.), 1956.

³Kownslar and Frizzle, Discovering American History, pp. 56, 155, 212, 549, and 646.

One passage, Paul Revere, was selected as being easy. The other two were selected randomly and were considered to be between the two extremes of readability for eighth grade students. One cloze test was made for each passage.

The cloze test on the Mayflower Compact was administered in late September, 1969. Two weeks later, cloze tests on Paul Revere and on the Constitution were given. Two weeks after that, cloze tests on Carnegie and on Lodge were administered.

The day after each cloze testing, the students read the unabridged passages and took a teacher-prepared comprehension test on the material. These tests consisted of two or three open-ended questions, such as, "According to their own statements, why have the signers of the Mayflower Compact come to the New World?" Some questions required only a factual answer, while others were concerned with cause-effect, main ideas, and inference.

Correlations were made between: (1) scores on cloze tests and scores on teacher-prepared comprehension tests and (2) scores on cloze tests and scores on Iowa Tests of Basic Skills: reading comprehension.

In order to validate the cloze scores, the Dale-Chall readability formula was applied to each of the passages. It was expected that those passages on which pupils earned the lowest cloze scores, i.e. fewest number of correct responses, would have the highest Dale-Chall readability ratings.

CHAPTER IV

INTERPRETATION OF THE FINDINGS

The purpose of this paper was to determine whether the cloze readability tests are economical of time and money, and accurate enough to be used by teachers of content areas. The writer tried to ascertain the relative difficulty of the various readings in Discovering American History, and to evaluate the suitability of the materials for the grade level for which it was intended.

The 64 boys selected to participate in this study were from upper-middle class Caucasian families. They ranged on the Kuhlmann-Anderson Intelligence scale between 98 and 141, with 120 being the mean. On the Iowa Tests of Basic Skills, the students' vocabulary scores ranged between 6.5 and 11.3, with a mean of 9.2; while the comprehension scores had a mean of 8.7, with a range from 6.2 to 11.0.

Correlations Between Cloze and Comprehension Tests

The total of the cloze tests had a correlation of .49 with the comprehension tests of the Iowa Tests of Basic Skills, and one of .54 with the teacher-prepared comprehension tests. Both of these correlations were significant at the .01% level. These are shown in Table 2.

TABLE 2
CORRELATIONS BETWEEN CLOZE AND COMPREHENSION TESTS

Comprehension	Cloze
Iowa Tests of Basic Skills	.49*
Teacher-prepared tests	.54*

*Both correlations are significant at the .01 level.

A regression coefficient was run on the cloze tests and the teacher-prepared tests, and it was found that 29% cloze corresponded to 75% on the teacher-prepared comprehension test and that 33% cloze was comparable to 92% comprehension.

The cloze tests correlated best with the vocabulary test of the Iowa Tests of Basic Skills with .75. It is only mentioned here, not because it is pertinent to the study, but because vocabulary load is the best predictor of readability. This might give some validity to the use of the cloze procedure as a readability measure.

According to the cloze tests, the Mayflower Compact was the most difficult passage, while the section on Lodge was the easiest. The teacher-prepared comprehension tests and the Dale-Chall readability scale confirmed the Mayflower's relative difficulty. However, the Lodge passage, although found to be difficult according to the teacher-prepared comprehension test and the Dale-Chall scale, was the easiest of the cloze tests. Table 3 gives the resume of these scores.

TABLE 3

COMPARISON OF THE FIVE PASSAGES' CLOZE, TEACHER-PREPARED
COMPREHENSION TESTS, AND THE DALE-CHALL GRADE LEVEL

Tests	Mayflower	Carnegie	Revere	Constitution	Lodge
Mean Cloze Percentages	21	27	28	33	38
Mean Percentages of Teacher-Prepared Dale-Chall Grade	63 13-15	96 9-10	82 7-8	84 11-12	67 11-12

There seems to be a closer relationship between the scores on the teacher-prepared tests and the Dale-Chall scale than between the cloze scores and the Dale-Chall. Using the rank-order correlation coefficient, Table 4 shows the relationship of these three measurements. None were found to be significant at the .05 or .01 levels.

TABLE 4

INTERCORRELATIONS OF SCORES OF CLOZE, DALE-CHALL,
AND TEACHER-PREPARED COMPREHENSION TESTS

Test	Dale-Chall	Teacher
Teacher	.625	-
Cloze	.175	.100

Discussion of the Results

The scores among the three measures were not consistent as seen in Tables 3 and 4. Even though there seemed to be a good correlation between the teacher-prepared tests and the Dale-Chall scale, it was not significant for such a small number of pairs.

If Bormuth's criterion of 44% cloze score is used to determine who could successfully read a passage, then few of the students of this study could read and study any of the materials. Only the article on Lodge had a substantial number of scores above 44%.

A study by Miller and Coleman¹ found that students who could replace 35% of the deleted words on a cloze test could gain a good amount of information from written materials. Even when 35% is used as the minimum, there was a comparatively small number of students able to use the materials successfully. The number of cloze scores above 35% for each of the passages was: Mayflower (1), Revere (11), Constitution (28), Carnegie (15), and Lodge (41).

Why did so few succeed? For one reason, the use of the Mayflower Compact first might have been frustrating to them. This is a very difficult passage, and was their first encounter with the cloze test. They just were not used to such a difficult test.

¹G. R. Miller, and E. B. Coleman, "A Measure of Information Gained During Prose Learning," Reading Research Quarterly, III, (Spring, 1968), pp. 369-386.

Another reason is suggested by Bormuth, "Even in high school a large proportion of the materials remain essentially incomprehensible to a large proportion of the students."¹ There are no primary historical sources and very few secondary sources that were written for 14 year old students. Rather, such material was intended for an adult audience.

Why were some passages easier for pupils on the cloze tests while they were judged relatively more difficult by the Dale-Chall formula and the teacher-prepared comprehension test? The students found that articles and prepositions were easier to replace than the proper nouns or even conjunctions. The article on Lodge contained three times as many articles and prepositions as did the one on Revere. The Revere article contained seven proper nouns and adjectives, while Lodge's had only one.

Some researchers claim that many words could be easily guessed because of redundancy. It seems to have had little effect on more than one or two deletions per passage in this study.

A problem would be how to overcome the inconsistency of scores. For a book, the cloze procedure would use the tests that comes closest to the average difficulty of all the cloze tests made over the materials. But Beard² in his study of high

¹John Bormuth, "The Effectiveness of Current Procedures for Teaching Reading Comprehension," (paper delivered at the Annual Convention of the National Council of Teachers of English, Milwaukee, Wisconsin, Nov. 30, 1968), p. 14.

²Jacob G. Beard, "Comprehensibility of High School Textbooks: Association with Content Area," Journal of Reading, XI, (Dec., 1967), p. 232.

school texts used five different cloze tests on each passage, and took the average of the tests to determine its difficulty. To do a thorough analysis on one book, a teacher would need assistance, but to compare two or more texts would require several people and machines.

The quality of the question has also affected the evaluation of the readability of written materials. Its importance is noted by Klare¹. This quality is really the relationship between what the author of a passage intends to convey and the degree to which the question conforms to this intention. Grasping the intention or purpose for writing a particular passage is the real test of comprehension. Therefore, when one asks for a fact or for the general idea of a passage, he may not be asking the best question of that particular material because the author wanted to leave the reader with a general feeling. This does not apply to a teacher, who through small steps, is trying to bring children to comprehend, to see the real purpose of the material that is being taught.

The writer sees three difficulties of the teacher-prepared questions. First, the passages were too short to make sufficient questions for a reliable test. Secondly, since the materials of a textbook are meant to be studied, the non-study type (multiple-choice) was not used, and the students were allowed to look back at the text while answering the questions.

¹Klare, "Comments on Bormuth's Readability: A New Approach," p. 121.

The retests are in Appendix I after each cloze test. Thirdly, as discussed above, the quality of the questions might be suspected.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Even though there were significant correlations between the cloze tests and the comprehension tests, they were not as high as the writer would have desired. Possibly the cloze scores would have correlated to a higher degree if more tests were made: either over the entire book or five different ones over each of the passages being tested.

The initial analysis of a book by means of cloze procedure can not be done efficiently by one teacher. Time is required to make, to correct and to score the tests. The greatest amount of time would be required for correcting because of the different handwritings and because the answer blanks not in a row. Each student would have between 6 and 12 cloze tests, following suggestions of Bormuth and others.

The testings that occur after this first analysis will be much simpler because only the cloze test closest to the mean of all tests will be used. In this case, the cloze procedure would be economical of time, of money, and accurate enough for the classroom teacher to use, providing that the initial testing over the book is thorough enough to make it reliable.

Recommendations

When to use the Cloze Procedure.-- The cloze procedure becomes economical only when one uses it over a period of time. Therefore, the teacher will select a book for cloze analysis only if it is going to be used over a number of years. Such books would include readers, and textbooks of content areas and their collateral materials that will not soon be outdated.

Suggestions for further research.-- In none of the studies on the cloze readability procedure, that this writer encountered, did the researchers analyze the different levels of achievement. The writer would suspect that motivation and drive of the better students would give them corresponding higher cloze scores. That is to say, the average reader may not do as well as he could on the cloze tests because he would not put out the effort, even though he is capable of reading the material.

A second suggestion would be to compare the relative difficulty of books in a series of readers or other texts used in the elementary levels. One could follow Bormuth's plan¹ or that of Beard².

¹Bormuth, "The Cloze Readability Procedure," pp. 429-436.

²Beard, "Comprehensibility of High School Textbooks: Association with Content Area," pp. 229-234.

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APPENDIX I

CLOZE TESTS AND
TEACHER-PREPARED TESTS

"The Mayflower Compact"

In _____ name of God, Amen. _____, whose names
are underwritten, _____ loyal subjects of our _____
(awesome) Sovereign Lord King James _____ the Grace of God,
_____ Great Britain, France and Ireland, _____ defender
of the faith, _____.

Having undertaken for the _____ of God, and the
_____ of the christian faith, _____ the honour of our
_____ and country, a voyage _____ plant the first colony
_____ the Northern parts of _____. Do by these presents,
_____ and mutually, in the _____ of God, and one
_____, covenant (contract) and combine _____ together into
a Civil _____ politick, for our better _____ and preserva-
tion and furtherance _____ the ends aforesaid; and _____
Virtue hereof do enact, _____, and frame such just _____
equal laws, ordinances, Acts, _____, and officers, from time
_____ time, as shall be _____ most meet (suitable) and
_____ for the general good _____ the Colony; unto which
_____ promise all due submission _____ obedience. In wit-
ness whereof _____ have hereunto subscribed our _____ at
Cape-Cod the eleventh _____ November, in the year _____
the reign of our _____ Lord King James, of England, _____,
and Ireland, the eighteenth, _____ of Scotland, the fifty-fourth,
_____, 1620.

"The Mayflower Compact"¹

In the name of God, Amen. We, whose names are underwritten, the loyal subjects of our dread (awesome) Sovereign Lord King James by the Grace of God, of Great Britain, France, and Ireland, King defender of the faith, etc.

Having undertaken for the glory of God, the advancement of the christian faith, and the honour of our king and country, a voyage to plant the first colony in the Northern parts of Virginia. Do by these presents, solemnly and mutually, in the presence of God, and one another, covenant (contract) and combine ourselves together into a Civil body politick, for our better ordering and preservation and furtherance of the ends aforesaid; and by Virtue hereof do enact, constitute, and frame such just and equal laws, ordinances, Acts, constitution, and officers, from time to time, as shall be thought most meet (suitable) and convenient for the general good of the Colony; unto which we promise all due submission and obedience. In witness whereof we have hereunto subscribed our names at Cape-Cod the eleventh of November in the year of the reign of our sovereign Lord King James, of England, France, and Ireland, the eighteenth, and of Scotland, the fifty-fourth, Anno Domini, 1620.

1. According to their own statements, why have the signers of the Mayflower come to the New World?
2. What are the main promises made by everyone who signed the compact?

¹This is the teacher-prepared comprehension test. Each of the others is found after its cloze test, and may be found on the following pages: 32, 34, 37, and 39.

"An Evaluation of 'Paul Revere's Ride': Esther Forbes"

The idea _____ Paul Revere was the only _____ out that night was _____ picturesquely implanted in the _____ mind by Longfellow in _____ (that) there was a _____ reaction when it was _____ he was by no _____ out alone. Although Joseph Warren _____ sent out from Boston _____ two men--William Dawes and _____ --at least three others _____ something was afoot that _____ in town and in _____ mild way did spread _____ alarm. These are Ebenezer Dorr, _____, and Solomon Brown. Brown lived _____ Lexington, and on his _____ home from market noticed _____ little advance guard of _____ officers. His news resulted _____ the guard stationed that _____ about the Clark parsonage, _____ he and Sanderson and _____ were asked to go _____ to Concord to tell _____ there what he had _____ --not that the British _____ by the hundreds, _____ that officers were aboard. _____ three of these men _____ picked up by Major Mitchell _____ were among the 'countrymen' _____ mentioned as having been _____ in the pasture before _____ himself was caught. Richard Devens _____ tried to get word _____ to Lexington as soon _____ the lanterns had been _____ on Christ's spire. This _____ alone seems to have been _____ picked up, for no _____ of an actual expedition _____ came to Lexington until _____ arrived.

"An Evaluation of 'Paul Revere's Ride': Esther Forbes"

The idea that Paul Revere was the only rider out that night was so picturesquely implanted in the American mind by Longfellow in 1863 (that) there was a natural reaction when it was learned he was by no means out alone. Although Joseph Warren officially sent out from Boston but two men--William Dawes and Paul Revere--at least three others noticed something was afoot that day in town and in a mild way did spread the alarm. These are Ebenezer Dorr, Joseph Hall, and Solomon Brown. Brown lived in Lexington, and on his way home from market noticed the little advance guard of British officers. His news resulted in the guard stationed that night about the Clark parsonage, and he and Sanderson and Loring were asked to go on to Concord and tell them there what he had seen--not that the British were marching by the hundreds, but that officers were aboard. All three of these men were picked up by Major Mitchell and were among the 'countrymen' Revere mentioned as having been collected in the pasture before he himself was caught. Richard Devens had tried to get word through to Lexington as soon as the lanterns had been shown on Christ's spire. This man also seems to have been picked up for no word of an actual expedition had come to Lexington until Paul Revere arrived.

1. Whose account of Paul Revere's ride is Esther Forbes trying to correct?
2. What alarm were these men spreading?

"Article II of the Constitution of the
United States: The Executive"

Section 1. The executive Power _____ be vested in a
_____ of the United States of America. He _____ hold
his Office during _____ Term of four Years, _____, to-
gether with the Vice _____, chosen for the same _____,
be elected, as follows

_____ State shall appoint, in _____ Manner as
the Legislature _____ may direct, a Number _____ Electors
equal to the _____ Number of Senators and _____ to which
the State _____ be entitled in the _____: but no Senator
or _____, or Person holding an _____ of Trust or Profit
_____ the United States, shall be _____ an Elector.

The electors _____ meet in their respective _____,
and vote by ballot _____ two Persons, of whom _____ at
least shall not _____ an inhabitant of the _____ State
with themselves. And _____ shall make a list _____ all
the Persons voted _____, and of the Number _____ Votes
for each; which _____ they shall sign and _____, and
transmit sealed to _____ Seat of the Government _____ the
United States, directed to _____ President of the Senate.

_____ President of the Senate _____ in the Presence of
_____ Senate and House of _____, open all the Certifi-
cates, _____ the Votes shall then _____ counted.

"Article II of the Constitution of the
United States: the Executive"

Section 1. The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice President, chosen for the same term, be elected, as follows

Each State shall appoint, in such manner as the Legislature thereof may direct, a Number of Electors, equal to the whole Number of Senators and Representatives to which the State may be entitled in the Congress: but no Senator or Representative, or Person holding an office of Trust or Profit under the United States, shall be appointed an Elector.

The electors shall meet in their respective States, and vote by ballot for two Persons, of whom one at least shall not be inhabitant of the same state with themselves. And they shall make a List of all the Persons voted for, and of the Number of Votes for each; which List they shall sign and certify, and transmit sealed to the Seat of the Government of the United States, directed to the President of the Senate. The President of the Senate shall in the Presence of the Senate and House of Representatives, open all the Certificates, and the Votes shall then be counted.

1. In whom is the executive power of government invested?
2. May a public office holder be an Elector?
3. In which city would the votes be counted?

"Andrew Carnegie Becomes a Businessman"

Andrew Carnegie, at one time _____ penniless immigrant from Scotland, _____ a fortune in the _____ industry. The following selection _____ an autobiographical account of _____ he obtained his start _____ the business world.

... I _____ sure that I should _____ have selected a business _____ if I had been _____ to choose.

The eldest _____ of parents who were _____ poor, I had, fortunately, _____ begin to perform some _____ work in the world _____ still very young, in _____ to earn an honest _____ ...What I could get _____ do, not what I _____, was the question.

When _____ was born my father _____ a well-to-do master-weaver in _____, Scotland. He owned no _____ than four damask looms _____ employed apprentices. This was _____ the days of steam _____ for the manufacture of _____. A few large merchants _____ orders and employed "master-weavers," _____ as my father, to _____ the cloth, the merchants _____ the materials.

As the _____ system developed, handloom weaving _____ declined, and my father _____ one of the sufferers _____ the change. The first _____ lesson of my life _____ to me one day _____ he had taken in _____ last of his work _____ the merchant and returned _____ our little home greatly _____ because there was no _____ work for him to _____. I was then just _____ ten years

of age _____ the lesson burned into _____, and I re-
solved _____ the "wolf of _____" would be driven
from _____ door some day, if _____ could do it.

"Andrew Carnegie Becomes a Businessman"

Andrew Carnegie, at one time a penniless immigrant from Scotland, amassed a fortune in the steel industry. The following selection is an autobiographical account of how he obtained his start in the business world.

... I am sure that I should never have selected a business career if I had been permitted to choose.

The eldest son of parents who were themselves poor, I had, fortunately, to begin to perform some useful work in the world while still very young, in order to earn an honest livelihood... What I could get to do, not what I desired, was the question.

When I was born my father was a well-to-do master-weaver in Dunfermline, Scotland. He owned no less than four damask looms and employed apprentices. This was before the days of steam factories for the manufacture of linen. A few large merchants took orders and employed "master-weavers" such as my father, to weave the cloth, the merchants supplying the materials.

As the factory system developed, handloom weaving naturally declined, and my father was one of the sufferers of the change. The first serious lesson of my life came to me one day when he had taken in the last of his work to the merchant and returned to our little home greatly distressed because there was no more work for him to do. I was just then about ten years of age, but the lesson burned into my heart, and I resolved then that "the wolf of poverty" would be driven from our door some day, if I could do it.

1. Where was Andrew Carnegie born?
2. When did the Carnegie family come to know poverty?

"Opponents of the League: Henry Cabot Lodge"

Henry Cabot Lodge of Massachusetts, Republican _____ of the Senate Committee _____ Foreign Relations, led the _____ in the Senate against _____ League of Nations as _____ was proposed in the _____ of Versailles. Lodge suggested _____ series of amendments to _____ Treaty. Most of his _____ would have reduced America's _____ to the League.

In _____ struggle for ratification of _____ Treat, Wilson was unyielding. _____ refused to accept any _____ the amendments proposed in _____ Senate. When the Senate _____ ready to vote on _____ Treaty with the amendment _____ to it, Wilson advised _____ supporters to vote against _____ Treaty. The Senate failed _____ ratify the Treaty, thereby _____ the United States out of _____ League of Nations.

Lodge _____ expressed his fears about _____ League of Nations. He _____ the following remarks in _____ on March 19, 1919.

The question _____ us, the only question _____ a practical one, is _____ the League that has _____ drafted by the Commission _____ the Peace Conference and _____ before it will tend _____ secure the peace of _____ world as it stands, _____ whether it is just _____ fair to the United States of America, _____ is the question, and _____ want, very briefly, _____ bring it to the _____.

"Opponents of the League: Henry Cabot Lodge"

Henry Cabot Lodge of Massachusetts, Republican chairman of the Senate Committee on Foreign Relations, led the fight in the Senate against the League of Nations as it was proposed in the Treaty of Versailles. Lodge suggested a series of amendments to the Treaty. Most of his proposals would have reduced America's obligations to the League.

In the struggle for ratification of the Treaty, Wilson was unyielding. He refused to accept any of the amendments proposed in the Senate. When the Senate was ready to vote on the Treaty with the amendments attached to it, Wilson advised his supporters to vote against the Treaty. The Senate failed to ratify the Treaty, thereby keeping the United States out of the League of Nations.

Lodge frequently expressed his fears about the League of Nations. He made the following remarks in Boston on March 19, 1919.

The question before us, the only question of a practical nature, is whether the League that has been drafted by the Commission of the Peace Conference and laid before it will tend to secure the peace of the world as it stands, and whether it is just and fair to the United States of America. That is the question, and I want now, very briefly, to bring it to the test.

1. How did Lodge intend to limit America's participation in the League of Nations?
2. Does Lodge believe that the League as proposed in the Treaty of Versailles could bring peace?
3. What is the name of the international organization that we have today that works for peace and cooperation among the nations of the world?

APPENDIX II

LETTER FROM THE PUBLISHER
OF THE HISTORY TEXT

HOLT, RINEHART AND WINSTON, INC.

July 28, 1969

Brother John Asbury, S.M.
1201 W. Becher Street
Milwaukee, Wisconsin 53215

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Sincerely,

(signed)

Anne Douillard,
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P.S. We would be very much interested in hearing about the results of your tests.

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